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ABSTRACT

This packet contains 27 transparency masters and a script for instructor presentation of a 1-hour workshop on the Pygmalion effect in training. It is aimed at trainers as well as classroom teachers. The focus of the guide is on how trainers'/teachers' behavior toward students influences the outcome of training, with high expectations leading to high performance and vice versa. Materials include an outline of instruction (which functions as a suggested script of presenter comments), suggestions for instructor activities, and 13 references. Some of the transparency topics are the Pygmalion mythology, modern behavioral science, social and psychological processes, ways to enhance student performance, statements that erode student confidence, and using mental imagery. (KC)

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# The Self-Fulfilling Prophecy:

# Implications for the Training/Learning Process

by

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and
Charles R. Simpson

U.S. DEPARTMENT OF EDUCATION
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**TOPIC:**

The Self-Fulfilling Prophecy or Pygmalion Effect

**PRESENTATION TIME:**

1 hour

**INSTRUCTIONAL MATERIALS:**

Transparencies:

| | |
|---|---|
| #1 | MYTHOLOGY |
| #2 | DEFINITION OF THE ... |
| #3 | GEORGE BERNARD SHAW ... |
| #4 | MODERN BEHAVIORAL SCIENCE ... |
| #5 | OVER 300 STUDIES ... |
| #6 | PYGMALION IN THE ARMY |
| #7 | PYGMALION IN TRAINING |
| #8 | THE FINDINGS OF THESE ... |
| #9 | CONSCIOUSLY OR NOT ... |
| #10 | KEY PRINCIPLES OF ... |
| #11 | PYGMALION IN THE CLASSROOM |
| #12 | SOCIAL AND PSYCHOLOGICAL PROCESSES ... |
| #13 | HOW TRAINERS COMMUNICATE ... |
| #14 | HOW TRAINERS EXHIBIT ... |
| #15 | FACTORS THAT PRODUCE ... (set an ...) |
| #16 | FACTORS THAT PRODUCE ... (encourage ...) |
| #17 | WAYS TO ENHANCE ... (give special ...) |
| #18 | WAYS TO ENHANCE ... (take the ideas ...) |
| #19 | WAYS TO ENHANCE ... (support the actions ...) |
| #20 | WAYS TO ENHANCE ... (admit it when ...) |

**TERMINAL OBJECTIVE:**

After the completion of this class, the student/trainee will be able to identify, describe, and implement the framework of the Pygmalion effect: The self-fulfilling prophecy.

#21 STATEMENTS THAT ERODE ... (there are two ...)
#22 STATEMENTS THAT ERODE ... (read my lips ...)
#23 SELF-CONCEPT
#24 KEYS FOR AN ...
#25 TOOLS FOR BUILDING ...
#26 USE MENTAL IMAGERY ...
#27 REMEMBER

Video tape:

Owens, J (Producer). (1975). Productivity and the self-fulfilling prophecy: The pygmalion effect [Videotape]. CRM McGraw-Hill Films.

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Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom: Teacher expectations and pupils' intellectual development. New York: Holt, Rinehart, & Winston.

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Zanna, M.P., Sheraf, P.L., & Cooper, J. (1975). Pygmalion and Galatea: The interactive effect of teacher and student expectancies. Journal of Experimental Social Psychology, 11(3), 279-287.

| OUTLINE OF INSTRUCTION | INSTRUCTOR ACTIVITY | STUDENT ACTIVITY | NOTES |
|---|---|---|---|
| I. INTRODUCTION<br><br>A. This presentation is about the self-fulfilling prophecy and its implications for the training/learning process. It covers ways to (a) convey confidence that trainees can and will learn, (b) encourage their efforts and progress, and (c) support trainee excellence and achievement by improving their self-concept.<br><br>II. PRESENTATION<br><br>A. **What is the Pygmalion effect: The self-fulfilling prophecy?**<br>1. Myth:<br>Pygmalion can be traced back to Greek Mythology. The myth involves a sculptor, Pygmalion, the king of Cyprus. Pygmalion carved a statue of a woman named it Galatea and treated it as if it were alive. Pygmalion "loved" the statue; he dressed it in clothes and draped it with jewels. The goddess Aphrodite pitied Pygmalion and brought the statue to life. Once alive, Galatea, the living form of the statue, and Pygmalion were married and had a child named Metharme. | Encourage classroom discussion and participation throughout presentation. (Have students/trainees participate in discussion topics and subtopics with teacher/trainer.)<br><br>Show transparency<br>#1 - MYTHOLOGY | | |

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| 2. <u>Definition:</u><br>The pygmalion effect: the self-fulfilling prophecy (SFP) has been defined as the notion that the expectation of an event can make it happen; it starts with a false belief causing new behavior which makes the false belief become a true **positive** reality (Field, 1989; Owens, 1975). For example, the play *Pygmalion*, written by George Bernard Shaw, expresses how the effort and confidence of Professor Henry Higgins transformed an ill-mannered Cockney flower girl into a sophisticated lady capable of making her own way in London society. Thus, it is not how she behaves, but how she is treated that changes her behavior. Dr. Henry Higgins was known as a pygmalion, someone who transfers others into pygmalions through positive high expectations.<br>When an instructor conveys to a trainee that "he can" long enough, strongly enough, and consistently enough, trainees begin to believe they can and will behave as the instructor expects. Thus, the expectations of one person can dramatically influence the performance of another.<br>First, this cycle begins with the pygmalion setting high expectations for an individual. Second, the individual recursively builds on the expectations, fulfilling not only the pygmalion's expectations, but also their own expectations. Finally, the individual is positively self-perpetuating and becomes a pygmalion. (Example: *My Fair Lady*) | Show transparency<br>#2 - DEFINITION OF THE ...<br>#3 - GEORGE BERNARD SHAW ...<br>Introduce the film: Productivity and the Self-fulfilling Prophecy: The Pygmalion Effect (28 minutes long)<br>Tell the class that as they watch the film they should look for the effects of positive expectations on: (print on chalkboard)<br>• Eliza Doolittle<br>• The "intellectual bloomers"<br>• George Johnson<br>• High-aptitude personnel (HAPs)<br>After showing the film, take 15-20 minutes to ask and discuss the following:<br>• How were positive expectations communicated with reference to each of the people observed in the film?<br>• Give examples from personal experiences of how positive expectations by an instructor led to desirable results. | | |

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| B. **Behavioral science and studies:**<br>1. <u>Modern behavioral science:</u><br>Modern behavioral science has proven that your attitude towards, and subsequent treatment of, someone has the power to transform that person. Your expectations alone can bring about changed behavior.<br><br>2. <u>Training studies:</u><br>a. Over 300 studies concerned with the impact of expectations on performance have been conducted in a wide range of settings.<br>b. Two MIT researchers analyzed the careers of 49 AT&T managers and discovered that their success, as measured by promotions, salary increases and performance appraisals, was directly related to the company's expectations of them as individuals.<br>c. At an Army training center 105 solders were tested for aptitude and randomly assigned to three expectancy categories: high, regular and unknown. Eight instructors were given these contrived expectancy ratings for those in their courses. Trainees of whom instructors expected better performance scored significantly higher on objective achievement tests and exhibited more positive attitudes and greater motivation. They also perceived their instructors to be better leaders. | Show transparency<br>#4 - MODERN BEHAVIORAL SCIENCE ...<br><br>Show transparency<br>#5 - OVER 300 STUDIES ...<br><br>Show transparency<br>#6 - PYGMALION IN THE ARMY | | |

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| d. Albert Sidney King (1971) studied the effects of supervisors' expectations on worker's performance. Supervisors were falsely led to believe that some trainees would show marginal improvement during the term of their employment. The study consist of 17 presser, 20 welder, and 19 mechanic trainees. At random, 14 trainees were designated as high aptitude personnel (HAPs). The supervisors were told the HAPs would show training and skill development improvements during the duration of the course. Therefore, the expectations in the minds of the supervisors would explain the increased performance differences of the HAPs as compared to the other trainees. Not only did the trainees perform higher than their counterparts, but also took less time to learn. The HAPs were rated by fellow trainees as having high performance. | Show transparency<br>#7 - PYGMALION IN TRAINING | | |
| 3. <u>Findings:</u><br>☞ The instructors' expectations of trainees and the way the trainees are treated largely determine their performance.<br>☞ Trainees, more often than not, appear to do what they believe is expected of them.<br>☞ The highest achievement is attained by trainees whose instructors expect high performance. | Show transparency<br>#8 - THE FINDINGS OF THESE ...<br>Ask students/trainees to share any experience(s) of prior teachers/trainers who have "made a difference." | | |

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| 4. Cues:<br>☞ Supervisors and managers form expectations of trainees and communicate those expectations with various cues.<br>☞ The trainees pick up on those cues and respond to them by adjusting their behavior. | Show transparency<br>#9 - CONSCIOUSLY OR NOT ...<br>#10 - KEY PRINCIPLES OF ... | | |
| 5. Classroom:<br>In a classical study by Rosenthal (1968), The Oak School Experiment, students were given an IQ test at the beginning of the school year. The experiment was to determine that cuing teachers to "potential bloomers," the expectancy group, would cause the students to show greater gains in IQ. Thus, a random sample of students were labeled "potential bloomers" and revealed to teachers. The IQ test was re-administered to all the students on a one semester, one academic year, and two academic year time frame. The high expectancy students showed greater gains in IQ than the control students (Elashoff & Snow, 1971; Jacobson & Rosenthal, 1968).<br><br>Schmuck and Schmuck (1979, p. 72) tell of a teacher whose class of students in a junior high school had been designated as mentally retarded. Through careful mental testing, the teacher discovered that fewer than half the students could be properly so classified. Yet she had difficulty in convincing the school's administrators that the other students should be treated differently. Could it be that the expectations (predictions) that some teachers have about low-performing and high-performing students help to hold the students in those categories despite their potential abilities? | Show transparency<br>#11 - PYGMALION IN THE CLASSROOM | | |

That question and others related to it have been the subject of numerous studies. In the mid-1970's, Rosenthal (1976) used meta-analysis to integrate more than 300 studies. The studies gave strong evidence consistent with the hypothesis that **instructors often act as part of a process that makes it very difficult for low-performing and high-performing students to move out of those categories**.

It has been reported that instructors behaved differently toward students they believe to have high academic capability and those they believe to have low capability. These **opinions are expressed by the choice of words, tone of voice, facial expression, and other non-verbal behavior**. Studies show that when instructors believed they were interacting with bright, high-performing, or "good" students, **they smiled, nodded approvingly, leaned toward the students, looked them in the eyes, spoke in a friendly manner, gave them opportunities to learn new material, taught them the difficult material, waited for them to "come up with" the right answer to a question, gave clues or rephrased a question to help them answer it, paid close attention to what they said, and praised them for correct responses to questions** - all more often or more strongly than when the teachers believed they were interacting with "poor" students. Instructor expectations, sometimes based on mistaken stereotyping, and some of their actions, can have direct effects on academic performance. For example, giving students only easy material to learn or failing to give them enough time to come up with a right answer. The effects of other actions are more indirect.

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| The superior instructor clearly believes in the trainee's basic worth and ability to perform effectively. Having positive expectations for their capabilities goes a long way to ensure the desired result, be it the solution to a problem or the proper operation of equipment. An instructor's positive expectations make a trainee feel stronger and more confident; as a result, the trainee feels more capable of tackling a problem. The superior instructor understands the psychosomatic relationship of mind over body; that the body expresses what the mind is concerned with.<br><br><u>Instructor expectations:</u><br>The study of the effect of instructor expectations on trainees' performance also derives from Merton's concept of the self-fulfilling prophecy. The question is, "Do trainees tend to fulfill expectations that instructors have for them, whether positive or negative?" A number of research studies have been carried out to evaluate this notion of instructor influence on achievement. Most followed the work of Rosenthal and Jacobson (1968).<br><br>It has long been noticed that many instructors, when they initiate interaction with trainees, use different styles with different trainees. On the face of it, that seems desirable, since every student is unique and might benefit from personalized attention. The suspicion arises, however, that the instructor may be choosing a method of influence on the basis of a mistaken stereotype rather than on the basis of the actual and particular abilities and needs of the trainee. In particular, it has been noticed that **students begin to be characterized by instructors as high performers and low performers early in grade school, and then rarely move from one category to the other**. | Ask students/trainees to discuss what they think instructors' expectations are of students/trainees. | | |

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| Students expectations:<br>The expectations that students have about their performance in an instructional setting have profound effects on their actual performance. The concept is closely related to Merton's notion (1948) of the self-fulfilling prophecy which holds that people who have expectations about what is to occur often act in ways likely to produce that occurrence. In an educational context, those who expect to perform well do perform better than those who do not have that expectation (Zanna, et al., 1975). What has made this line of research intriguing is that the successful performance occurs even though the expectation of success is based on factors that are not relevant to performance.<br><br>While most research has focused on the effect of successful expectations, two additional phenomena should be noted. First, Aronson and Carlsmith (1962) found that **students actively seek to confirm their expectations about themselves - even when that confirmation leads to failure.** Second, the Zanna et al. study indicated that the **expectations students have about themselves can interact with the expectations held by others such as their instructors.** | | | |

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| Parental expectations:<br>Research in the sociology of education has shown that parental expectations, and children's perceptions of parental expectations, have a significant effect on children's educational attainment. Much of the research on parental expectations has been conducted to discover causal factors which explain achievement differences among ethnic groups and among groups differing in socioeconomic status. Researchers found that parents of low socioeconomic status often have expectations for their children that are equal to or higher than those of middle-class parents. However, the children of these groups significantly differ in achievement levels. One possible explanation for this is that high parental expectations are not enough; parents must also provide their children with time, attention, and practical strategies which can be used to achieve educational goals. | | | |
| C. **Social & psychological factors:**<br>Expectations influence others through many social and psychological processes, such as:<br>☞ Climate; all non-verbal actions (body language, eye contact, facial expressions, body posture, and tone of voice)<br>☞ Feedback; more or less response and adequate amount of information<br>☞ Input; positive criticism with helpful problem solving techniques<br>☞ Output; adequate responsibility. | Show transparency<br>#12 - SOCIAL AND PSYCHOLOGICAL PROCESSES ... | | |
| D. **Recognizable negative expectations:**<br>☞ Pay less attention to low achievers (less smiling and eye contact)<br>☞ Call on lows less often and give less time to answer<br>☞ Praise lows less frequently after successful responses<br>☞ Demand less from lows than from highs<br>☞ Interrupt lows more frequently than highs | Show transparency<br>#13 - HOW TRAINERS COMMUNICATE ... | | |

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| E. **To exhibit positive expectations:**<br>☞ Focus and build on trainee's strengths, not weaknesses<br>☞ Express positive expectations about the trainee's abilities<br>☞ Listen and pay close attention to the trainee<br>☞ Emphasize the trainee's worth<br>☞ Believe in yourself and have confidence in your ability to make a positive impact on a trainee's performance and productivity<br>(The Self-Fulfilling Prophecy: The Pygmalion Effect, illustrates desirable effects of having positive expectations and contrasts these with undesirable effects of negative expectations. As pointed out, the instructor who has positive expectations does more than merely exercise "the power of positive thinking." Rather, the instructor who has positive expectations treats the trainee differently, both in what is said and in how he behaves toward the trainee.) | Show transparency<br>#14 - HOW TRAINERS EXHIBIT ... | Have students/ trainees make a short list of negative expectations that they might have been exposed to. Beside the negative expectations, have the students/ trainees write a better way of handling the situation which would produce a positive expectancy. | |
| F. **Factors that produce the Pygmalion Effect:**<br>☞ Set an accepting, encouraging mood for trainees. This includes warmth, attention, smiling and nodding appreciatively (positive non-verbal communication).<br>☞ Give trainees more verbal clues about their performance, more reaction, more praise, and sometimes more criticism - all of which help instruct the trainee in what is needed for improvement.<br>☞ Encourage trainees to ask questions.<br>☞ Urge them to respond to instructions. Involve trainees and use their input when possible.<br>☞ Lead by example. Reinforce trainees in a positive way; allow them time to perform a task correctly; give them the benefit of the doubt; be generous with sincere compliments. | Show transparency<br>#15 - FACTORS THAT PRODUCE ... (set an ...)<br>#16 - FACTORS THAT PRODUCE ... (encourage ...) | | |

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| G. **Ways to enhance self-esteem:**<br>☞ Give special assignments and provide feedback on performance.<br>☞ Give complete directions including performance standards and reasons. (Set things up so trainees come through as winners - Remember success breeds more success.)<br>☞ Recognize achievement.<br>☞ Show constructive concern about performance problems.<br>☞ Listen actively. (Try paraphrasing to show understanding.)<br>☞ Take the ideas of others seriously and write them down.<br>☞ Accept the opinion of others.<br>☞ Accept differences in others.<br>☞ Express feelings/be aware of others' feelings.<br>☞ Recognize important events in the lives of others.<br>☞ Support the actions of others.<br>☞ Ask for opinions on how to solve a problem.<br>☞ Delegate.<br>☞ Ask for help.<br>☞ Share experiences.<br>☞ Admit it when you are wrong.<br>☞ Say "you are right."<br>☞ Be generous with sincere compliments.<br>☞ Use courteous words.<br>☞ Use positive non-verbal communication.<br>☞ Establish and keep follow-up dates.<br>☞ Share information. | Show transparency<br>#17 - WAYS TO ENHANCE ... (give special ...)<br>#18 - WAYS TO ENHANCE ... (take the ideas ...)<br>#19 - WAYS TO ENHANCE ... (support the actions ...)<br>#20 - WAYS TO ENHANCE ... (admit it when ...) | | |

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| H. **Statements that erode self-esteem:**<br>☞ There are two ways to do this, the right way and the way you are doing it.<br>☞ You just don't seem to understand.<br>☞ You should know better than that.<br>☞ I thought that you would have more pride in your work.<br>☞ If you would listen, you would understand.<br>☞ Read my lips!<br>☞ In order to operate this machine, you've got to be smarter than it is.<br>☞ When you're as experienced as I am, then you will understand.<br>☞ Stand back and let me do it.<br>☞ I hope you're smart enough to know that.<br><br>I. **Positive self-concept:**<br>The development of a good (healthy) self-concept in each trainee is of the utmost importance in establishing the proper climate for learning. Trainees must believe they can succeed if they are indeed to be able to succeed.<br><br>Think for a moment about a task you tried but feared because you thought you could not succeed in doing it, like the first time you drove a car, or spoke before a large group of people.<br><br>Did you feel good about being successful? Were you willing to try something else new and different within a short period of time? If your answers to these questions were yes, you are among the many who develop a good self-concept through success, which builds the foundation for future relationships and/or learning.<br>Unfortunately, some trainees develop an unhealthy self-concept. A variety of books, e.g., The Culturally Deprived Child (Reissman, 1962), point out that this deficit results in lower academic and vocational aspirations. | Show transparency<br>#21 - STATEMENTS THAT ERODE ... (there are two ...)<br>#22 - STATEMENTS THAT ERODE ... (read my lips ...) | | |

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| J. **Self-concept:**<br>Is the sum total of the perceptions, ideas, and attitudes we have developed about ourselves.<br>☞ Perceptions are the result of sensory information, the raw material that we collect and absorb about ourselves from our environment.<br>☞ Ideas are a mental image, something assumed or sensed.<br>☞ Attitudes are emotionally charged ideas influenced by our experiences, feedback from personal interactions and feelings of success or lack of success.<br><br>A healthy self-concept is characterized by:<br>☞ A clear estimation of values and self-worth.<br>☞ Recognized strengths and weaknesses.<br>☞ A good sense of self-worth, even in the face of failure.<br>☞ Adaptability to experience and change.<br>☞ Capacity for accepting others. | Show transparency<br>#23 - SELF-CONCEPT | | |
| K. **Keys for an improved self-concept:**<br>☞ In spite of positive expectations, the superior instructor does not approach class wearing rose colored glasses. The instructor should have a very practical, down-to-earth appreciation of the reality of human limitations.<br>☞ **Realistic expectations** enable the instructor to see clearly the personal blocks and world blocks that may prevent a trainee from solving a problem or learning how to operate a piece of equipment. With such an understanding of the situation, the instructor can give proper guidance to the trainee.<br>☞ It is important to differentiate between having realistic expectations of people and having negative expectations. **Negative expectations**, which often involve "prejudging," or "giving up on" a person, can lead to very undesirable fulfillment of the negative expectations.<br>☞ Praise yourself.<br>☞ Praise others. | Show transparency<br>#24 - KEYS FOR AN ... | | |

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| III. SUMMARY AND CONCLUSIONS<br><br>A. It is difficult for the instructor who does not possess self-confidence to promote and build self-esteem in others. Mental alertness and preparedness give the instructor confidence. Trainees should believe that the instructor is concerned with each individual's needs. The instructor should provide many genuine experiences of success for all trainees and encourage their effort and achievement.<br><br>B. Having realistic expectations actually goes hand-in-hand with positive expectations; they ensure that positive expectations can be realized. Realistic expectations serve to alert the trainee to some of the anticipated obstacles to the positively expected outcome of a situation. | Show transparency<br>#25 - TOOLS FOR BUILDING ...<br>#26 - USE MENTAL IMAGERY ...<br>#27 - REMEMBER | | |

# MYTHOLOGY

Pygmalion can be traced as far back as Greek Mythology. Pygmalion, the king of Cyprus, carved a statue of a woman, named it Galatea and treated it as if it were alive. He would dress the statue in clothes and jewels. The goddess Aphrodite pitied Pygmalion and brought the statue to life. Once alive, Galatea and Pygmalion were married and had a child named Metharme.

# DEFINITION OF THE PYGMALION EFFECT: THE SELF-FULFILLING PROPHECY (SFP)

Is: The notion that the expectation of an event can make it happen; it starts with a false belief which causes new behavior; thus, making the false belief become a true positive reality.

George Bernard Shaw wrote the play, Pygmalion. He told how the will, effort and confidence of Professor Henry Higgins transformed an ill-mannered Cockney flower girl into a sophisticated lady capable of making her own way in London society.

(Example: My Fair Lady)

Modern behavioral science has proven that your attitude toward, and subsequent treatment of, someone has the power to transform that person. Your expectations alone can bring about changed behavior.

Over 300 studies concerned with the impact of expectations on performance have been conducted in a wide range of settings.

## PYGMALION IN INDUSTRY

For example, two MIT researchers analyzed the careers of 49 AT&T managers and discovered that their success, as measured by promotions, salary increases and performance appraisals, was directly related to the company's expectations of them as individuals.

## PYGMALION IN THE ARMY

At an Army training center 105 soldiers were tested for aptitude and randomly assigned to three expectancy categories: high, regular and unknown. Eight instructors were given these contrived expectancy ratings for those in their courses.

Trainees of whom instructors expected better performance scored significantly higher on objective achievement tests and exhibited more positive attitudes and greater motivation. They also perceived their instructors to be better leaders.

## PYGMALION IN TRAINING

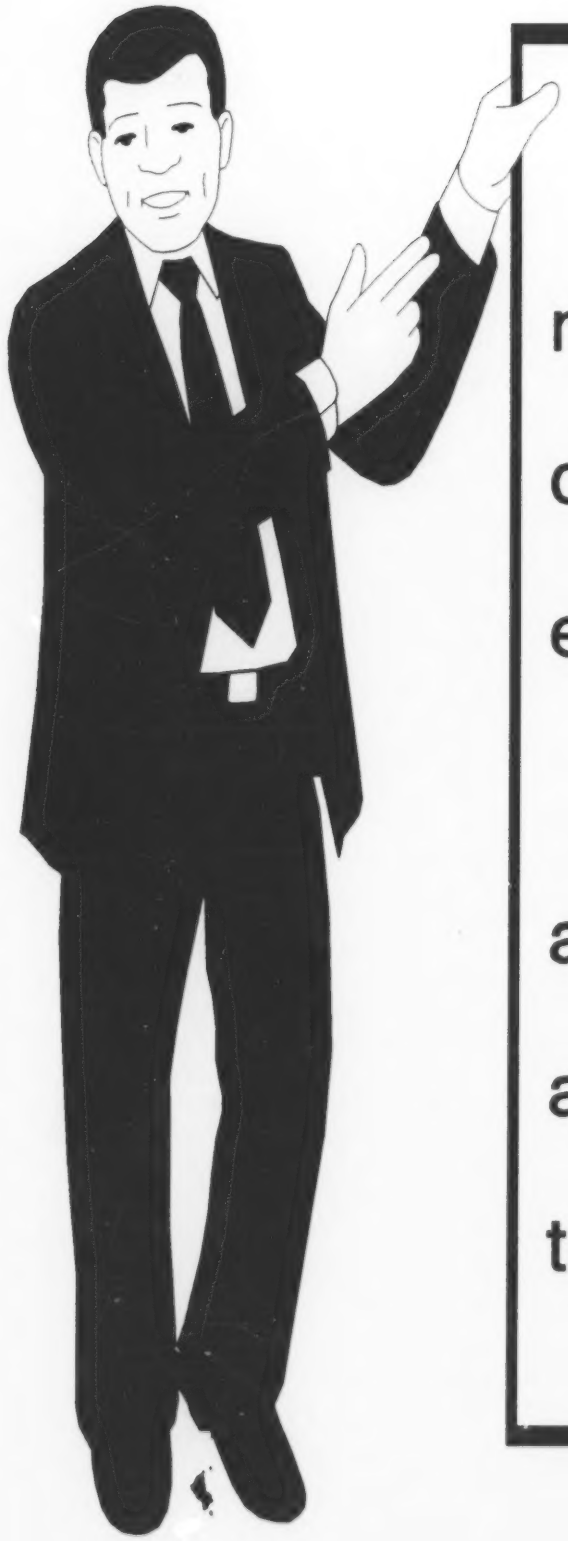
In a welder training program study by Dr. Albert S. King, 14 trainees were randomly selected, and the instructor was told that they had a high aptitude for welding. They were identified as High Aptitude Personnel (HAPs). At the end of training, the instructor rated the HAPs significantly higher than all others. Fellow trainees also rated the HAPs higher on questions like "Who is best in overall performance?" The HAPs also performed significantly higher on welding code tests and on a written test. Furthermore, the HAPs took less time to learn.

The findings of these and other studies show that:

- ☞ What instructors expect of trainees and the way they treat them largely determine trainee performance.

- ☞ Trainees, more often than not, appear to do what they believe is expected of them.

- ☞ The highest achievement is attained by trainees whose instructors expect high performance.



Consciously or not, we tip trainees off as to our expectations.

We exhibit verbal and non-verbal cues and they pick up on them.

## KEY PRINCIPLES OF THE SELF-FULFILLING PROPHECY

- We form expectations of trainees
- We communicate those expectations with various cues
- Trainees tend to respond to these cues by adjusting their behavior to match them
- Result - original expectation becomes true

# PYGMALION IN THE CLASSROOM

Teachers were lead to believe that some of the students in their class were considered "potential bloomers" based on IQ tests. Thus, the students perceived as "potential bloomers" performed significantly higher than all others.

# SOCIAL AND PSYCHOLOGICAL PROCESSES THAT INFLUENCE EXPECTATIONS

- Climate; all non-verbal actions ("body language," eye contact, facial expressions, body posture and tone of voice)
- Feedback; more or less response and adequate amount of information
- Input; positive criticism with helpful problem solving techniques
- Output; adequate responsibility

# HOW TRAINERS COMMUNICATE **NEGATIVE** EXPECTATIONS

- Pay less attention to low achievers (less smiling and eye contact)
- Call on lows less often and give less time to answer
- Praise lows less frequently after successful responses
- Demand less from lows than from highs
- Interrupt lows more frequently than highs

# HOW TRAINERS EXHIBIT **POSITIVE** EXPECTATIONS

- Focus and build on trainee's strengths, not weaknesses
- Express positive expectations about the trainee's abilities
- Listen and pay close attention to the trainee
- Emphasize the trainee's worth
- Believe in yourself and have confidence in your ability to make a positive impact on a trainee's performance and productivity

# FACTORS THAT PRODUCE THE PYGMALION EFFECT

- Set an accepting, encouraging mood for trainees. This includes warmth, attention, smiling and nodding approvingly (positive non-verbal communication).

- Give trainees more verbal cues about their performance, more reaction, more praise and sometimes more criticism - all of which help instruct the trainee in what is needed for improvement.

- Encourage trainees to ask questions.

- Urge them to respond to instructions. Involve trainees and use their input when possible.

- Lead by example. Reinforce trainees in a positive way; allow them time to perform a task correctly; give them the benefit of the doubt; and be generous with sincere compliments.

# WAYS TO ENHANCE SELF-ESTEEM

- Give special assignments and provide feedback on performance.
- Give complete directions including performance standards and reasons. (Set things up so trainees come through as winners - Remember success breeds more success.)
- Recognize achievement.
- Show constructive concern about performance problems.
- Listen actively. (Try paraphrasing to show understanding.)

- Take the ideas of others seriously and write them down.
- Accept the opinions of others.
- Accept differences in others.
- Express feelings/be aware of others' feelings.
- Recognize important events in the lives of others.

- ☞ Support the actions of others.
- ☞ Ask for opinions on how to solve a problem.
- ☞ Delegate.
- ☞ Ask for help.
- ☞ Share experiences.

- ☞ Admit it when you are wrong.
- ☞ Say "you are right."
- ☞ Be generous with sincere compliments.
- ☞ Use courteous words.
- ☞ Use positive non-verbal communication.
- ☞ Establish and keep follow-up dates
- ☞ Share information.

# STATEMENTS THAT ERODE SELF-ESTEEM

- There are two ways to do this, the right way and the way you're doing it.
- You just don't seem to understand.
- You should know better than that.
- I thought that you would have more pride in your work.
- If you would listen, you would understand.

- Read my lips!
- In order to operate this machine, you've got to be smarter than it is.
- When you're as experienced as I am, then you will understand.
- Stand back and let me do it.
- I hope you're smart enough to know that.

# SELF-CONCEPT

- Opinions instructors have of a trainee are expressed by word, tone of voice, facial expressions, and behavior.

- Acceptance and approval of a trainee make that individual more accepting and approving of others.

- How trainees perceive themselves greatly affects their learning and behavior.

# KEYS FOR AN IMPROVED SELF-CONCEPT

- ☞ Evaluate yourself realistically
- ☞ Set realistic goals
- ☞ Concentrate on improvement, not perfection
- ☞ Praise yourself
- ☞ Praise others

# TOOLS FOR BUILDING AN EFFECTIVE TRAINING CLIMATE

- Sensitivity to trainee needs
- Empathic understanding
- Acceptance

- Positive self-concept
- Enthusiasm
- Creative cooperation

- Awareness of others' feelings
- Confidence in the trainee
- High expectations
- Praise of quality performance

# USE MENTAL IMAGERY - IMAGINE

- Think of a positive Pygmalion in your life.
- How did that person make you feel?
- Visualize a situation where that person motivated you.
- Then - imagine in detail a situation in which you can be a positive Pygmalion for your least effective trainee.

# REMEMBER

- Whatever the mind can CONCEIVE and BELIEVE it can ACHIEVE!

- I am not what I think I am, I am not what you think I am, I am what I think you think I am.

- "The difference between a lady and a flower girl is not how she behaves, but how she's treated."